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ABSTRACT

Four alternative approaches to the standard teacher education program are currently being offered at Michigan State University. Each alternative program provides instruction on the effective teaching of school subjects, but each option emphasizes a particular aspect of the teacher's role: (1) fostering academic learning; (2) teaching in heterogeneous classrooms; (3) decision making under conditions of multiple and competing demands and expectations; and (4) fostering personal and social responsibility. The thematic emphasis of each program allows the student to obtain both a broad preparation for teaching subject matter and an indepth preparation in one of the major role requirements of professional teaching. All coursework required for professional preparation, including student teaching, is taken as part of a coherent program of study. Students proceed through each program as members of a group. The conceptual focus, objectives, and special features of the program that centers on teacher decision making is described. An evaluation of these alternative teacher preparation programs in their initial stage of implementation is presented. (JD)

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DESIGNING, IMPLEMENTING, AND EVALUATING AN EXPERIMENTAL TEACHER EDUCATION PROGRAM EMPHASIZING TEACHER DECISION MAKING AND PLANNING

Panel Presentation for AACTE

February 23, 1983

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ALTERNATIVE PILOT PROGRAMS: AN OVERVIEW

Dr. Henrietta L. Barnes

During 1981-82 faculty concerned with basic teacher education programs engaged in an extensive effort, which began in 1977, to bring several years of developmental planning for optional programs of professional study to the formal review and implementation stage. An overview of this process and a brief description of each of these alternatives is provided here.

A Summary of Recent Program Development

Improving educational opportunities for K-12 children and youth has long been a priority of the College of Education at Michigan State University. Over the years, the college developed a number of innovative programs of professional study. These teacher-education programs were characterized by emphasis on early school experiences, internships, and integrated instruction in content, methods and practice.

The goal of providing and maintaining exemplary preparation programs for teachers has been complemented by a second goal, that of creating, studying, and systematically revising improved models for educating teachers. Taken together, these goals provide for the purposeful integration of research, development, and teaching that insures an on-going and qualitative response to the needs of teachers. This dedication to scholarly innovation and dissemination in teacher education stems from a belief that the combined resources of the College of Education and the Institute for Research on Teaching can effectively address the challenges and problems of teaching and teacher education. This commitment is in keeping with the mission of the college, and the land-grant, AAU philosophy of the university.

Consistent with these missions, faculty in the College of Education, together with faculty from cooperating colleges at MSU and public school personnel, engaged in an extensive effort to design alternative approaches to teacher education. The aim was to provide optional programs of professional study in education that

(1) were conceptually organized to respond to enduring problems that professionals encounter in their work,

(2) were firmly grounded in research, and

(3) carefully designed to incorporate the collective wisdom of teachers and teacher educators in bridging the gap between theory and practice.

The program planning efforts date back to "basic council" sessions in the college in 1977. Those early discussions included faculty who had major responsibility for basic-education courses together with coordinators of several experimental programs and the director of the School of Teacher Education. These discussions led to alternative program proposals as these and other multidisciplinary faculty and practitioners considered the role of research and development in teacher education, considered examples of the college's earlier successes with alternative experimental programs, and developed persuasive arguments for tying program emphases to the major roles of the teacher/schools.

In the fall of 1979, faculty throughout the College were invited to join core groups which were orgnized around the four major roles of teachers and schools previously identified by basic council. Each of these core groups was deliberately constituted to include at least one faculty member from each of the disciplinary areas required for state certification (educational psychology; social, historical, and philosophical

foundations of education; the subject matter disciplines; and student teaching). Each team also included teachers and, in some cases, current students. For two years these interdisciplinary teams worked together to develop a research-based conceptual framework for each program that guided subsequent program and course development.

The proposals for alternative approaches to professional education received major review during the winter of 1982 through College of Education Committees (i.e. Undergraduate Educational Policies Committee, Curriculum Committee, and College Council), the Teacher Education Council and University Curriculum Committee. They were approved for pilot status by the University Academic Council on April 6, 1982.

Now, as a result of these planning efforts, MSU offers four alternative approaches to teacher preparation, in addition to the standard program. These alternatives are entitled (1) Multiple Perspectives, (2) Teaching in Heterogeneous Classrooms, (3) Academic Learning, and (4) Learning Community. Every alternative program provides instruction on the effective teaching of school subjects, but each option emphasizes a particular aspect of the teacher's role. Thus, the thematic emphasis of each program allows the student to obtain both a broad preparation for teaching subject matter and a rigorous and in-depth preparation in one of the major role requirements of professional teaching.

Students, therefore, select a program of study which <u>necessarily includes the preparation for teaching subject matter</u>, but also emphasizes one of the following:

1. special attention to the major challenge of fostering <u>academic learning</u>,

2. special attention to the major challenge of teaching in heterogenous classrooms,

3. special attention to the major challenge of professional decision-making under conditions of multiple and competing demands and expectations, and

4. special attention to the major challenge of fostering personal and social responsibility.

Each of these emphases provides a conceptual focus around which program experiences are selected and organized. Thus, all coursework required for professional preparation, including student teaching, is taken as part of a coherent program of study. Students proceed through each program as members of a group.

All of the alternative programs of professional study offer varying opportunities for

*working closely with faculty who have extensive backgrounds in teaching and research,

*working with classroom teachers in identifying and applying principles and practices of effective teaching;

*working with youngsters in a variety of schools that provide multiple-directed teaching experiences,

*developing supportive learning relationships with other students pursuing careers in teaching.

Combined with coursework, these special features provide for dialogue and reflection, integration of theory and practice, and personal and professional development.

The conceptual focus, objectives, and special features of one of these programs are described here. Descriptions of the other three programs are available on request to the Department of Teacher Education, College of Education, 349 Erickson Hall, Michigan State University, East Lansing, MI 48824.

The Multiple Perspectives Program: an Emphasis on Teacher Decision Making

Dr. Joyce Putnam

Historically our public schools have been expected to serve society by helping America's youth become knowledgeable citizens and effective participants in a democratic society. In addition to providing students the opportunity to explore a variety of subjects, schools and teachers are expected to promote (a) learning in academic disciplines, (b) personal responsibility and social community, and (c) appreciation for the diverse learners and learnings that exist in a pluralistic society. Teachers are decision makers who must balance these competing demands on the school.

The Multiple Perspectives Program offers a broad program of study that examines the varied and often competing purposes of schooling. Students have opportunities to explore broadly the multiple functions of schools and the teacher decisions that relate to them. It is distinguished from the other teacher-education alternatives in that they each allow for in-depth study of a particular function of schooling and its interaction with the teaching of school subjects.

The emphasis in this program centers on teacher decision making. Attention is given to decisions regarding instructional design, instruction, individual differences, and group development. This program of study enables the student to comprehend the forces that impinge on decisions, to make the difficult decisions that must be made daily in the classrooms, and to understand the consequences of those decisions.

The Multiple Perspectives Program is designed for students planning to earn an elementary teaching certificate and teach in grades K-8. It is not available at the present time for students interested in teaching at the high school level.

Educational Goals and Related Objectives

The Multiple Perspectives Emphasis Area has three primary goals. Each goal has a related set of objectives. The goals and objectives are as follows:

Goal 1: The graduate of the Multiple Perspectives Program will have developed an awareness of the multiple roles and responsibilities of teachers and the expertise needed for the beginning teacher to assume those roles.

Objectives

Curriculum Planner and Developer

The graduate will

a. select content and develop basic skills or integrated units of instruction using theory and principles of

   1. human growth and development,
   2. psychology of instruction,
   3. evaluation and measurement,
   4. developing effective heterogeneous groups, and
   5. organization;

b. select content and develop integrated units of instruction that incorporate student out-of-school goals and instructional objectives including outcomes related to

   1. academic learning and its application to the student's out-of-school life,
   2. personal and social responsibilities, and
   3. appreciation of diversity;

c. plan and develop strategies that are consistent with intended outcomes, learning theory, and human development and provide instruction including

   1. directed or inquiry instruction,
   2. modeling,
   3. practice and feedback, and
   4. application;

d. evaluate planned and implemented instruction based on concern that all pupils demonstrate academic progress; and

e. develop and plan instructional modifications required for all pupils to make academic gains.

Instructor Interacting with Children

The graduate will

a. implement systematically planned units of instruction incorporating changes based on reflection of pupil responses and decision making;

b. evaluate and give feedback to pupils concerning their academic progress, personal and social responsibility performance, and motor skill development; and

c. interact in a constructive manner with diverse pupils.

Integrating Agent with Persons and Groups from School, Community, and/or State

The graduate will

a. contact and maintain communication with parents, informing them of pupils' academic, personal/social responsibility, and motor development progress and needs;

b. develop a team relationship with parents and pupil; and

c. maintain communication with neighborhood, city, and state resources.

Goal 2: The graduate of the Multiple Perspectives Program will make data-based decisions and reflect on those decisions and related actions in altering behavior as s/he functions in various teaching roles.

Objectives

The graduate will

a. articulate the impact of him/herself on others,

b. articulate the data base for decisions about selection of subject matter and strategies,

c. articulate the data base for action taken to develop and maintain constructive pupil personal and social responsibility,

d. articulate the data base for action taken to develop and maintain appreciation for diversity.

Goal 3: The graduate of the Multiple Perspectives Program will demonstrate the capacity to function as a life-long learner, seriously studying the practice of teaching, and the capacity to contribute to the advancement of teaching as a profession.

Objectives

The graduate will

a. ask questions and articulate an understanding of a wide perspective concerning a given topic;

b. assess current knowledge and needed knowledge;

c. assess and use knowledge of classroom, school district, and community;

d. take an active role in district, community, and/or union activities;

e. apply action-research or knowledge-verification techniques as a means of evaluating impact of classroom experience on pupils and self.

Special Program Features

1. **Required Courses and Sequence**

The sequence of courses being piloted in the Multiple Perspectives Area include the required professional education courses that have been specifically designed to emphasize teacher decision making.

2. **Field Experiences**

Within the Multiple Perspectives Emphasis Area, two types of K-8 classroom-field experiences are provided. The two types include the professional practicum (that is, application of knowledge and skills in a number of similar situations) and student teaching application of knowledge to new situations.

a) Professional practicum provides for modeling, directed-practice, and directed-teaching field experiences each term prior to the student-teaching term.

1) Modeling. The classroom-field setting is the place where the university instructor, field instructor, classroom teacher, principal, and/or peers can demonstrate and provide for the teacher candidate a visual/auditory model of selected knowledge and skills integrated and applied in the real world setting.

2) Directed practice and feedback: Initial practice. The classroom setting provides the teacher candidate with the opportunity for two types of practice and feedback. During initial practice, the number of variables the teacher candidate must manage is intentionally limited so that the teacher candidate can focus on practicing the new behavior that has been specified as the purpose of the practice. In some cases, this initial practice will be done through role plays with peers, mentor, or cooperating teacher, At other times, the practice will involve a pupil. Reflective feedback is provided.

In the second type of practice, the teacher candidate must deal with an increased number of situational variables, practicing the new behavior in a situation similar to initial practice situations. These practice situations involve the teacher candidate with small groups of pupils in or out of the classroom. A system is used that allows the candidate to reflect and receive feedback.

Reflection-feedback opportunities are provided through conferences with field instructors, cooperating teachers, and peers. It should be noted that the teacher candidate is responsible for providing data about given behaviors as s/he progresses through a three-phase sequence from "learning how" to "integrating" to "fine tuning."

3) Directed teaching: Implementation in classroom. During the second through the fifth terms, a second level of practice for transfer occurs under regular classroom conditions, but with support to handle additional variables should it be needed. The purpose of this practice is for the teacher candidate to identify his/her needs for additional practice and to begin to learn to integrate new behaviors into his/her teaching repertoire.

The field instructor, cooperating teacher, or peer team teachers, observes, videotapes, facilitates stimulated recall, asks questions for reflection, makes suggestions, and facilitates reflection, analysis, or synthesis, acting as a coach during this phase of new behavior acquisition. The teacher candidate is responsible for the articulation of his/her impact on students and outcomes and needed changes. Once the teacher candidate has demonstrated the ability to apply the knowledge and skill outcomes from each course during the professional-practicum experience, s/he will be admitted to student teaching.

The judgment for admission to student teaching is based on documented evidence gathered during the first five terms of field experience. Evidence includes mentor, cooperating teacher, and pupil records of feedback. Procedures for the evaluation include written instructional units, a single videotaped example of classroom instruction, and a presentation by the teacher candidate of his/her attitudes, knowledge, and abilities to a panel of teachers and faculty involved in the Multiple Perspectives Emphasis Area.

b) Student teaching: Directed teaching

1) When the student-teaching term occurs in Fall term, the teacher-candidate's teaching experience begins when the teachers in the district of his/her placement begin school.

2) When the student-teaching term occurs during Winter term or Spring term, the teacher candidate begins school with the teacher to whom s/he is assigned to do student teaching. Credit for this experience is given during student teaching.

There are two primary purposes for this starting-the-school-year experience. First, it provides the teacher candidate with the opportunity to apply, at the start of a school year, through collaboration with a cooperating teacher, his/her instructional knowledge and skills. Second, the teacher candidate has the opportunity to plan and implement the beginning-of-school-year expectations and procedures.

During the regular ten-week, student-teaching period (MSU term), the teacher candidate teaches four full days a week. During one-half day a week, s/he interacts with field instructors, peers, cooperating teachers, and resources. Time is spent in systematic reflection, analysis, and synthesis of his/her experiences. Based on the interaction and reflection, the teacher candidate plans for future instruction.

Professional development experiences occur during one-half day of each week. These experiences are structured to make use of the practical problems of teaching to study teaching. Teacher candidates are expected to initiate questions about problems of practice identified from the perspective of structures, functions, and purposes of teaching. Specific questions and related topics will be collaboratively identified by college-course professors, field instructors, and teacher candidates. -10-

c. **Teacher decision-making laboratory**

During the first five terms of the program, students participate in a teacher decision-making laboratory experience. After the fifth term the purposes of the laboratory experience are met through the professional develoment sessions that are a part of the TE470, Student Teaching.

The teacher decision-making laboratory is based on the assumption that systematic practice and application experiences in reflection, analysis, and synthesis are necessary for conceptual and applied integration of knowledge/skills and data-based decision making. Thus, the laboratory experiences are designed to facilitate the students' ability to focus on teacher decision making as a reflective act growing out of knowledges, skills, and strategies employed in teaching elementary and middle school age pupils.

The decision-making laboratory is the vehicle integrating the theory, principles, and skills that (a) are being developed and applied within the concurrent professional education courses and field experiences, and (b) were developed and applied in previous professional educational courses. Preliminary assessment data indicates that information related to teacher communication, education assessment, cognitive processing and knowledge verification, professional ethics and social/philosophical issues are also appropriate to include.

Critical to the achievement of this course's outcomes is the instructors' demonstration of the knowledge and skills transmitted through the emphasis-area courses to students.

The decision-making laboratory is also the central focal point for three intersecting sequences of learning experiences: (a) the sequence of complexity in principles of communication, (b) the developmental sequence of teacher concerns, and (c) the contextual sequence of human interaction. The rationale for this organization recognizes the expansion of personal growth in human interaction as moving from the focus on self and survival issues to responsibility for group leadership and pupil-centered concerns.

The contextual sequence of human interaction emphasizes the shift of concern for (a) self (risking, exploring, participating, assisting, owning) to concern for (b) self-other interaction (testing, practicing, encountering, recognizing, accepting, committing) to finally taking responsibility for (c) group leadership (describing, assessing, planning, clarifying, compromising, collaborating, achieving). The development sequence of teacher concerns were identified by Frances Fuller as

a. preteaching concerns (identifying with pupils, critics of teaching, hostile to classroom practice);

b. early concerns about survival (classroom control, mastery of content, evaluation by supervisors);

c. teaching situation concerns (methods and materials of teaching, competence in performance); and

d. concern for pupils (pupil needs, learning, relating to individual pupils and their welfare.

These sequential and developmental experiences for beginning teachers are consistent with communication principles which are also arranged in a sequence based on their increasing magnitude of complexity and interpersonal risk.

a. Information Processing I: the getting and giving of information (self-disclosure, open-ended statements, congruence in interpersonal communication)

b. Information Processing II: active listening (paraphrasing, clarifying, focusing on affect in a communication)

c. Helping Skills (organizing, taking initiative, encouraging, individually and in groups)

d. Intervention Skills (investing, assisting, encountering in diads and groups)

e. Transition Skills (flexibility, prioritizing, supporting, problem solving, adjusting expectations, and integrating)

This design provides a structure for laboratory operations that facilitates student assessment and instructor decision making. Thus content, strategies, and expected outcomes are identified and evaluated in terms of the structure.

Educational Psychology meets Decision making: Is a happy marriage possible?

S. YELON
AACTE
FEB 1983

Planning

I explored a number of sources and integrated information to form a course model.

Sources

1. My past materials
2. Ed Psych texts
3. Ed Psych colleagues
4. Teachers
5. Clinical Instructors
6. Teaching Assts of basic Ed Psych
7. Other inst. in program
8. Book-Articles on DEC. MAKING:
   a. Clark + Yinger (1977, 1979)
   b. In Peterson + Walberg 1979 Clark + Yinger Borko, Cone, Russo, Shavelson
   c. McCutcheon, 1979
   d. Shulman 1980
   e. McIntyre, 1981
   f. McCutcheon, 1982

Course Model

I. Basic Decisions
- A. What is to be Learned?
- B. What content is to be selected?
- C. How to assess readiness progress achievement

II. Decisions on Available resources
- A. Should I use Text as is?
- B. Change text?
- C. Create own units, Lessons?

III. Instructional Decisions
- A. How to promote motivation?
- B. How to provide information?
- C. How to provide Practice, Feedback, Remediation

(Discipline + Management
Full child development
other courses)

Topics

I. Basic Decisions
- A. Objectives
  - Factors in Dec. Making
  - Procedures to write and justify
- B. Task Description and Analysis
  - Piaget, Gagné - Dec's on types of content
  - Procedures
- C. Evaluation
  - Criteria to choose
  - Good evaluation
  - Norm-criterion ref. evaluation
  - Pretesting - early assessment
  - Piaget
  - Standard scores
  - Practice + Post test

II. Instructional Decisions
- A. Motivation
  - 12 Principles + Procedures
  - various theories
- B. Information
  - Info. Process Theory
  - Transfer
  - Explanation
  - Modeling
  - Content for types of Knowledge
  - Bruner, Piaget
  - Discovery
- C. Practice
  - Active Appropriate Practice (on task)
  - Feedback.

Course Requirements (in addition to 3 tests)

I. Basic Decisions
- Whole unit or Lesson
  - goals, objectives,
  - Justification
  - Task Description
  - List of content
  - Pretest + Plan
  - Practice + Plan
  - Post test + Plan
  - Course evaluation

II. Text Analysis
- Revise or add these:
  - objective
  - content
  - motivation
  - mental set
  - information
  - demonstration
  - practice
  - posttest

III. Instructional Dec's.
- Four Lessons: concept, fact, skill, principle, each with
  - Motivation
  - Mental set
  - Information
  - Demonstration
  - Practice
  - Feedback
  - Posttest

Field Requirements

1. Lesson taught any type of Know. emph. objectives
2. Two Skill Lessons emph. objectives. task description evaluation
3. Staff demo. Piagetian skills
4. Child study Observe - Interview child - teacher study file
5. Motivation observe teacher
6. Two lesson any type - emph. Motivation
7. Concept lesson emph Defin. and examples
8. Concept lesson emph. Info. process + Transfer
9. Two Mental Skill Lessons - emph. modeling, thinking aloud
10. Discovery - optional Lesson.

General Results • Overall rating, excellent: 22, vg: 2, g: 1 - Value, very: 23 val. 2 - Degree Motivated, inter: 8 very inter: 16 - Degree Use - Most prob: 6 defin. use: 19 - Amt Learned, mod amt: 1 consid amt: 6 lg amt: 18.

- When asked what Learned - Main resp. Planning or specific principles or procedures for planning
- Students able to do requirements, about 85 percent successful on all projects i.e. 75-80% or better.

Stephen L. Yelon Professor Educational Psychology, 459 Erickson Hall, East Lansing, Mich, 48824

An Evaluation of Alternative Teacher Preparation Programs: Initial Stages of Implementation

Donald J. Freeman

A. Identification of general questions that guide the evaluation effort (see Figure 1)

   1. What are important similarities and differences among the alternative programs (see Figure 2)?

   2. How do students change as they move through the program?

   3. To what extent does each "program as delivered" match the "program as described"?

B. Investigation of changes in student performance

   1. Pre- and posttest measures include interviews and questionnaires

   2. A variety of dependent variables are considered

      a. General orientation to teaching (e.g., perceived rewards of teaching)

      b. Opinions/beliefs about students, the social context of teaching, the curriculum, and teachers/teaching (see Figure 3)

      c. Descriptions of critical program outcomes (e.g., process by which teachers should make important educational decisions)

      d. Performance in simulation and classroom settings

For more information regarding the evaluation of teacher preparation programs at Michigan State University, contact:

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East Lansing, MI 48824

Figure 1: An Organizational Model for Evaluation of Alternative Programs

Undergraduate Program Evaluation Committee:
Functional Organization

Charge

1. The Undergraduate Program Evaluation Committee (UPEC) was formed in response to Dean Lanier's mandate calling for on-going, quality evaluation of undergraduate teacher preparation programs.

Guiding Questions

2. The UPEC believes that to meet the Dean's mandate, three major questions must be addressed:

   Question 1. What are important similarities and differences among the alternative programs?

   [Examples of subquestions that might be addressed include: (a) What goals and objectives are common to all four pilot programs?, (b) What desired outcomes are unique to each program?, (c) Can we identify exemplar teachers who model desired outcomes?, (d) Do different programs attract different types of students?, (e) During field experience activities, are there observable differences in classroom performance among participants in different programs?]

   Questions 2. How students change as they move through the program?

   [Variables that might be examined include: (a) changes in perceptions of role of the teacher, (b) changes in perception of self as a teacher, (c) growth in professional knowledge, (d) developmental changes in classroom performance.]

   Question 3. To what extent does each "program as delivered" match the "program as described"?

   [Examples of subquestions that might be examined include: (a) Have all stated goals and objectives been addressed somewhere in the program?, (b) Have advisors functioned as described?, (c) Are students placed in schools/classrooms that are supportive of the program?, (d) Are critical student outcomes realized?]

Evaluation Design

3. The Program Evaluation Committee accepts responsibility for the design of all evaluation efforts directed toward questions 1 and 2 above.

4. It is our belief that the third question will be most effectively addressed through evaluation efforts designed by individual program development/evaluation teams working in cooperation with designated internal evaluators and technical consultants.

5. The individual program evaluator will assume responsibility for assuring that question 3 is adequately addressed within each program. In addition, the designated program evaluator will work cooperatively with individual program faculty to design and implement other evaluation procedures seen as necessary to provide fair and comprehensive evaluation of each program.

Figure 1 (con't)

Review of Design

6. All evaluation efforts designed by the Program Evaluation Committee (UPEC) will be reviewed prior to implementation by the individual program development/evaluation teams.

7. Whenever feasible, evaluation efforts designed by individual program teams will be reviewed prior to implementation by the UPEC.

8. All evaluation designs will be reviewed for final approval by the Assistant Dean for Teacher Education in accordance with responsibilities assigned to her by the Office of the Dean.

Who Reports

9. Co-directors of the Office of Program Evaluation will assume responsibility for summarizing and reporting outcomes of across program evaluation efforts. (Questions 1 and 2)

10. Designated internal program evaluators will assume responsibility for summarizing and reporting all outcomes of within program evaluation efforts. (Questions 1, 2, and 3)

Circulation of Reports

11. All reports relative to questions 1, 2, and 3 will be circulated to the Dean's Office and to individual program faculty.

12. Efforts will also be made to report important outcomes to the faculty of the College of Education and to the educational community at large.

Figure 2: Sample of Items from "Inventory of Beliefs About Teacher Preparation Curricula"

PART II: PROFESSIONAL KNOWLEDGE

Instructions: Some of the major elements in the professional knowledge component of a teacher education curriculum are outlined below. Whereas all entries represent outcomes that may be seen as important in the professional preparation of teachers, it is likely that certain outcomes represent higher priorities in some undergraduate programs than in others. Please use the key described below to indicate the level of priority you believe the program should attribute to each element. If you believe the outline for a given category is incomplete, (e.g., knowledge of students) please add other entries in the spaces provided at the end of that section and rank the importance of each.

KEY:
1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important
8 = no opinion

I. Knowledge of Students (K-12):

How important is it for participants in this program to acquire a substantial working knowledge of: (circle your answer)

1.	Cognitive development (e.g., Piaget's stages)	1 2 3 4 5 8
2.	Language development	1 2 3 4 5 8
3.	Personality development (e.g., Loevinger)	1 2 3 4 5 8
4.	Affective and moral development (e.g., Kohlberg)	1 2 3 4 5 8
5.	Social development (e.g., Erickson)	1 2 3 4 5 8
6.	Perceptual - motor development	1 2 3 4 5 8
7.	Characteristics of exceptional children (e.g., gifted, physically handicapped)	1 2 3 4 5 8
8.	Basic principles of learning (e.g., motivation, reinforcement)	1 2 3 4 5 8
9.	Guidleines for teaching specific types of learning outcomes (e.g., guidelines for teaching concepts)	1 2 3 4 5 8
10.	The effects of teaching practices on students (e.g., expectation theory)	1 2 3 4 5 8
11.	Assessment instruments/procedures (e.g., design and use of measurement instruments/observation techniques)	1 2 3 4 5 8
12.	Collection and interpretation of information regarding student needs and achievements	1 2 3 4 5 8

Other important areas of "knowledge of students"

13.	_____	1 2 3 4 5 8
	_____	
14.	_____	1 2 3 4 5 8
	_____	

Figure 3: Sample of Items from Entering Student Survey - Part II

63.	Teachers should expect all of their students to go beyond "minimum competency" levels that have been identified for their courses.	SA A N D SD
64.	Learning outcomes that can be described as "processes" (e.g., problem solving skills) are more important than those that represent "products" (e.g., knowledge of important concepts and principles)	SA A N D SD
65.	Subject-matter courses should stress the basis of support for knowledge in that academic discipline (e.g., why statements are or are not accepted as historical facts or as scientific facts.)	SA A N D SD
66.	To be a good teacher, one must enjoy teaching.	SA A N D SD
67.	Regardless of what subject is being taught, a teacher should modify the content of instruction from one class to the next to fit the needs of each group of students.	SA A N D SD
* 68.	Planning for instruction should almost always begin with a systematic diagnosis of student needs.	SA A N D SD
69.	Teachers are obligated to provide all of their students with the remediation necessary to achieve mastery of essential knowledge and skills.	SA A N D SD
70.	When teaching basic skills, lectures or other forms of teacher-directed instruction are generally superior to small group activities or other non-directed forms of instruction.	SA A N D SD
*71.	When making educational decisions, teachers should rely on what "feels right" rather than on "what available information suggests is right" whenever these two sources conflict.	SA A N D SD
72.	The more a teacher knows about a subject, the better able s/he is to teach the subject effectively.	SA A N D SD
73.	The more courses a teacher has taken on methods of teaching a subject matter, the better able s/he is to teach the subject effectively.	SA A N D SD
74.	Strategies of instruction in elementary schools in low income areas should be relatively unstructured and oriented toward making the classroom an exciting place for students.	SA A N D SD
75.	The most important measure of a good teacher is that teacher's ability to enhance the academic achievement of students.	SA A N D SD
* 76.	The development and delivery of a lesson plan should always be guided by a clear statement of what students are expected to learn.	SA A N D SD
77.	It is fair to regular students for teachers to devote more time and attention to mainstreamed or other exceptional students.	SA A N D SD
78.	Learning any subject is serious business; it doesn't have to be fun.	SA A N D SD

Prepared by D. Freeman and Undergraduate Program Evaluation Committee: November, 1982

Evaluating Decision Making
in the Multiple Perspectives Program

Dr. Banks Bradley

I. Exams given in teacher decision making lab are designed to be at the synthesis and evaluation levels (Bloom's taxonomy).

   A. Situations are described, and teacher candidates must then describe actions, conclusions, and recommendations or justify additional information which is needed.

   B. Answers must include appropriate cognitive information from coursework, including appropriate professional terminology, as well as field and personal experience.

II. Example of situation

   A. Fall, 1982, group had concentrated on using standardized testing, CA-60s, and formal and informal observations for continuous assessment of children's needs. This theme had been part of reading methods and math methods. It had been incorporated into field and was the basis for the teacher decision making lab.

   B. Exam provided information from the CA-60s of two students. The situation given was a third grade teacher, and the teacher candidates were required to:

      1. select eight indicators of added assessment needs,

      2. interpret possible assessment needed based on test scores and previous academic achievement,

3. justify a basal level assignment,

4. provide and justify sample math problems at the appropriate level with expectation of 100% completion, and

5. evaluate probability of special management procedures.

III. Procedure

A. Use of resources or notes since we were evaluating process rather than cognitive knowledge.

B. Two hour time limit (most were finished before time limit).

C. Two evaluators to offset bias and used a model, ideal answer as a guide.

IV. Results

A. High success in identification of indicators needing additional assessment:

1. inconsistency of teacher reports,

2. need to examine health (absences),

3. study habits increasingly an identified problem, and

4. test scores' inconsistency.

B. Moderate success in relating test scores to previous academic achievement. There was a definite tendency to rely more on informal assessment.

C. High success with identifying basal reader based on CA-60 information.

D. High success with sample math problems that proivided some increase in difficulty yet related to CA-60 information.

E. Moderate success with identificaiton of management procedures. This seems related to B above because of tendency to rely on information assessment and a "wait and see" attitude rather than planning based on available data with expectation of continuing to assess and adjust according to needs.

F. Overall results for the exam were:

1. low score of 2.7 (only person below 3.0),
2. high score of 4.0 (one person), and
3. eleven of the 16 participants scored above 3.5.

V. Conclusion

The teacher candidates demonstrate a keen awareness of the need to systmatically use all available data to make educational decisions. They recognize conflicting information (example: conflicting comments by teachers) and can decide alternative means of obtaining additional assessment information while providing instruction.

This exam was similar in format to the previous terms in that we also used situational synthesis and evaluation level questions. We concentrate on encouraging the use of information from all courses (cumulative) as situations are analyzed. This process is providing some insight into the process of decision making.